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GRADE OUTLINES.

FIRST GRADE.

BERTHA PAYNE.

History.—The doll-houses, began in October, will have been put together, painted, and papered, and the process of furnishing will have been begun by the 1st of April. During the spring quarter the children will finish the furniture and glaze the windows, using mica in the place of window glass. The dining-rooms and kitchens will be supplied with dishes, which the children will make and which will be burned in the kiln. In connection with the pottery, stories will be told of the invention of pottery. The children will be taken to the museum to see the coiled pottery of the Hopi Indians and the decorations on primitive dishes. Tin utensils will be made for the kitchen from the lightest weight tin. When the houses are finished sufficiently for use in play, a village will be arranged with them, and, as this will suggest the need of shops, some of the houses may be converted into stores, a post-office may be arranged, and the children may invite the kindergarten children to join them in plays of housekeeping and storekeeping. The children of the third grade have arranged their garden plot to represent a farm with a log-house upon it. This gives opportunity for interchange between village and farm, by transportation of crops from one to the other when houses are taken out into the garden.

Geography and nature study.—1. Trips to swamp and woods will give the children material with which to stock an aquarium and a wood garden. Comparison of soil of each with that of the school garden and adjoining field. Fitness of environment to characteristic plant life in each case.

2. Planning garden: apportionment of plots to individual children. Testing soil by starting seeds, some in pots filled with earth from garden, others in earth with fertilizers added, others in clay, and others in sand. Pots kept under same light and same heat, and given same quantity of water.

3. Seeds saved last October examined and choices made for planting, first, on basis of child's unguided preference; secondly, on possible uses of crops during fall and winter; thirdly, on basis of summer use by kindergarten and primary classes in summer school.

4. Preparation of ground: planting seeds, bulbs, and tubers. Weeding and watering. Observation of effect of rain, and use of hose on newly planted seeds and on seedlings. Observation of effects of washing under drip of eaves of schoolhouse roof where perennials and bulbs were planted last year.

5. Birds: time of return, nesting, songs, notes, coloration, and habits. Food of birds. Robins watched in park. Children may try to count the number of grubs taken from sod by a robin in a given twenty minutes. Relation of birds to insect life. Relation of insect to plant life as seen in garden. Relation of birds to crops.

6. Observation of insects found in garden—appearance, habits, food. Cage made as described in *ELEMENTARY SCHOOL TEACHER*, Vol. II, p. 659. Use of earthworms. Cage made for earthworms of two pieces of glass, each 18 x 22 inches, fitted into grooves in two pieces of wood each $1\frac{1}{2}$ x 22 inches. Pieces of wood placed opposite each other and cage set in a pan of water, one open end in pan, the other facing upward. Cage filled with earth and earthworms. (See Hodge, *Nature and Life*, p. 427.)

7. Observation of water insects, fish, crawfish, and turtle. Questions to be answered by the children: "What do they eat?" "How do they eat?" and "How do they move?" Development of frog's eggs watched.

NOTE.—In nearly all of this work with living creatures there will be very few formal lessons. The children will be given something to do for or with plants and animals. Some questions will be asked and plenty of time given for the answer. Frequent opportunities will be given for graphic representation, in painting and drawing, and occasionally some written expression will be asked for.

8. Trees: a few typical trees, selected last fall, will be watched and sketched from time of first opening of buds until close of school. Several twigs upon each tree will be marked at opening of terminal buds; one child may measure and record growth of each tree, and may sketch its leaves and blossoms, and its whole appearance, from time to time.

Literature.—Story of "Palissey the Potter;" "The Porcelain Stove," from *The Story Hour*, by K. D. Wiggin; "Rhoecus," by Lowell; "Old Pipes and the Dryad," by Frank R. Stockton; "Birds of Killingworth," by Longfellow; "King Solomon and the Bees," selections from *Just So Stories*, by Kipling.

Reading.—Incidental reading of explanatory words, or lists needed in work. Dictations in manual training and construction. Records in experiments. Recipes in cooking. Short stories taken from "Bird Stories" in the *C. C. N. S. Envelope and Literature Series* by Flora J. Cooke. (See *COURSE OF STUDY*, Vol. I.)

Painting and drawing.—Weekly sketches of landscape. Twigs at various stages of growth. Seedlings from first appearance of change until plants blossom. Flowers of woods and garden in two series, made into a booklet. Cover designs for these books made by conventionalizing any flower chosen. Designs carried out, whether in water color or paper cutting, and made to illustrate some principle of design, such as an all-over pattern of repeated units, or border pattern of alternated and repeated units, with centerpiece.

Number.—Addition, subtraction, multiplication, and division necessary in buying.

Plotting space twenty feet square to give each of sixteen children an equal share. Keeping account of money expended for cocoa, milk, and desk supplies from allowance of 25 cents per week. Measurement of rooms of toy-house for accommodation of furniture. Measurements needed in making furniture of wood from rough stock. Measurements for toy-wagon reduced from real wagon, feet reduced to half-inches.

Recipes for cooking enlarged from quantities sufficient for one person to that needed for two, for four, or for sixteen. This brings into use relation of gills, pints, and quarts, ounces and pounds.

Cooking.—Food prepared over gas stoves and baked in oven built out-of-doors last November. Baking of potatoes, eggs, and apples. Making custard and cornstarch pudding. Preparation of lemonade and whipped cream. Starch made from potato, and used in starching doll clothes.

Clay-modeling.—Dishes for use in doll's house and larger dishes for use in outdoor luncheons.

THIRD GRADE.

GUDRUN THORNE-THOMSEN.

WITH the first signs of spring, when things are happening out-of-doors, the children demand a life away from the schoolroom; they demand work very different from that of the winter months. Ideally, the school should then be only a convenient place in which to discuss the experiences of the outdoor life. As far as possible, the children will go on excursions every week during May and June, to the farm, woods, swamp, and prairies in the neighborhood. The school garden will afford an excellent opportunity for a great deal of healthful work. The school garden is 160 feet long and 40 feet wide. Each grade will have allotted to it a piece of ground with full responsibility for its planting, sowing, weeding, and harvesting. Although the actual work in the garden will not begin until May, the children must make their plans beforehand and find out what they need to know in order to conduct the work successfully.

A log-house, sheds, and stables made of wood, and the farm animals made of clay, have been finished during the winter quarter. The third grade will have 724 square feet of the school garden at its disposal, and this ground will be turned into a miniature farm. The plan, measurements of the fields to a scale, fences, roads, etc., will be made by the children to suit their fancies. Flowers will be planted around the farmhouse; the kitchen garden will, of course, be found in the rear. Wheat, corn, oats, and timothy will probably be sown in the fields; potatoes, turnips, peas, beans, and lettuce in the kitchen garden; while salvia, cornflowers, phlox, and sweet alyssum will blossom in the farm garden.

Before the actual farm work begins, the children will make drawings to show the general plan of the farm, with its fields and gardens. When they have decided which flowers and grains to plant, they must find out about the